Resumen di guion di video

[CW Manual Mayor Konektá](https://docs.google.com/document/u/0/d/1KcveGnelE4YnCpBwWe_3HvvC8-m7Jl-BKnJHWfK5PKE/edit)

módulo\_1\_resumen

| Esena # | Na palabra | Guion |
| --- | --- | --- |
| 1 | Mama | E historia ei tabata inspirativo, nò? Mi a gusta kon e mayor a traha tempu pa e yu, sin plannan grandi, djis simplemente konektá. Esei ta loke pasa tempu abo ku bo yu ta trata di dje. E ta grátis i dibertido. E ta laga e muchanan sinti nan mes stimá i sigur i tambe ta oumentá nan konfiansa i autoestima!  Pues, laga mi kompartí tres tep ku a yuda mi realmente krea tempu pa ami ku mi yu den mi hogar: |
| 2 | Mama | Tep 1. ''DIA’’- Purba hasié tur dia  Mi sa, mi sa, e ta zona imposibel, nò? Pero asta sinku minüt por hasi un diferensia.  I esaki ta e triki: skohe un momentu ku bo yu no tin algu otro ku e ta entusiasmá pa hasi kaba.  Pa mi, esei ta generalmente despues ku mi yega for di trabou, ora mi yu hòmber no ta mirando su programa faborito ainda. Sinku minüt. Esei ta tur kos. I honestamente, kuminsá ku sinku minüt, pero si nan ke sigui? Fantástiko! Bai pa dies òf diessinku. Ta bai pa laga e momentu konta, no e oloshi. |
| 3 | Mama | Tep 2. ‘’Hunga’’- Laga nan skohe e aktividat  Kuminsá dor di bisa bo yu ku bo lo ke pasa un ratu kuné. Despues laga nan skohe loke bo ta hasi, asta loke bo ta papia di dje.   Bisa bo yu ku bo ke pasa un ratu kuné i ku e por skohe kiko pa hasi òf papia di dje. E por pensa ku esaki ta straño na promé instante pero lo e bin disfrutá di e tempu akí ku bo!  Ora nan skohe, e ta sinti spesial pa nan. |
| 4 | Mama | Tep 3. ‘’KEDA’' - Enfoká riba bo yu òf tiner  Paga televishon i pone telefònnan un banda. Wak bo yu i mustra ku bo ta skucha di bèrdat, manera sakudí kabes òf bisa, ‘Oh waw, konta mi mas.’ Asta si e bisa algu straño mes, manera “Mi ke biba riba luna’, simplemente sigui kuné sin husga husg'é. E lo kòrda kon bo a lag'e sinti ku bo a wòrdu skuchá. |
| 5 | Mama | Pues, esei ta tur, DIA, HUNGA, KEDA.  Hasié tur dia, lag'é skohe e aktividat i realmente dun'é bo atenshon.   Bo aktividat na kas e siman akí? Purba pa por lo ménos pasa sinku minüt di tempu abo ku bo yu tur dia. No ta importá si bo espasio ta chikitu òf bo dia ta yen, e tiki minütnan ei kaminda bo yu ta sinti ku e tin  *bo atenshon total*? Esei ta e mihó regalo ku bo por duna.  I bónùs, bo mes lo ripará ku bo ta sinti bo mas trankil i felis tambe.  Oké, mi ta bai, mi yu a kaba di invitá mi pa hunga ku su dinosaurionan! |

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Módulo\_2\_resumen

Komo un kombersashon entre mayornan ku ta kuida yu huntu

| Esena # | Na palabra | Guion |
| --- | --- | --- |
| 1 | Mama | E historia di aworei a toka mi di bèrdat. Papia ku mucha tokante emoshonnan, ta algu ku mi ke hasi mas, pero ta difísil pa sa unda pa kuminsá. |
| Tata | Si, mi ta haña mi mes ta bisa ‘Bo ta oké, no yora,’ asta ora mi sa ku esei no ta loke e mester. Pero mi a gusta ku el a parti esaki den pasonan. |
| Mama | Bèrdat, nò? Sinku paso fásil. No semper fásil, pero nan ta yuda sí. Bo ke ban pasa dor di nan huntu? Manera un repaso kòrtiku tokante edukashon familiar? |
| Tata | Sigur. Laga nos kuminsá ku e promé paso. |
| 2 | Mama | Etapa 1: Hala rosea. Tuma un pousa poko poko  Promé ku bo bisa algu, hala rosea poko poko aden i supla rosea afó. E lo trankilisá bo i duna bo un chèns pa pensa. |
| Tata | Mi a purba esei siman pasá ora Lisa a basha djus tur kaminda i a kulpa su ruman muhé. Mi a hala un rosea i esei a evitá ku mi a grita. |
| 3 | Tata | Mi ta kòrda e siguiente paso. Stap 2: Kompartí kon bo ta sinti.   Esun aki ta difísil pa mi. Semper nan a bisa mi ku mi no por yora òf mustra mi sintimentunan dilanti di mi yunan. |
| Mama | Si, e ta difísil pa mi tambe.. pero ora mi a bisa Shawn poko dianan ei ku mi ta sinti mi tristu, el a wak mi i a bisa, “Bo ke un di mi peluchenan? Semper e ta yuda mi ora mi ta tristu.”  E kos ei tabata asina lif |
| Tata | M'a gusta e kos ei.. Mi ta kere ku mi mester djis hala rosea profundo i bisa nan na un forma trankil kon mi ta sinti. Ora mi kompartí i splika mi propio sintimentunan, nan tambe lo siña di mi. Di e manera aki, mi por siña nan tambe kon pa dil ku sintimentunan grandi. |
| 4 | Mama | Oké, e siguiente stap 3: Skucha |
| Tata | Kiko e ta nifiká? Skucha? |
| Mama | Mi ta kere ku e ta nifiká traha espasio pa bo yu kompartí su emoshonnan. E ta nifiká duna bo yu espasio pa kompartí i realmente paga tinu na loke e ta bisando. e ta nifiká tambe aseptá loke e ta bisando sin reakshoná...loke por ta asina duru tin bia! |
| Tata | Hmm..kemen, manera ora di tempu pa abo ku bo yu? Ora ta djis abo i e, sin distraishon? |
| Mama | Eksaktamente. Esei ta e momentu perfekto. Poko dia ei, durante di tempu pa ami ku Lisa, el a bisa ku di bèrdat e nota gusta bai skol. Mi a sinti e impulso pa mi bis'é, "Kon bo kemen?! Tur mucha mester bai skol", pero mi a stòp mi mes. Na lugá di esei mi a bisa, “Bo no gusta skol awor aki?” El a sakudí kabes i bisa, “Tin hopi bochincha i mi no tin niun hende pa hunga kuné’. Mi a djis ripití loke el a bisa, “E ta sinti manera demasiado pa bo i un tiki solitario” I bo por a mira e alivio riba su kara, manera, porfin, un hende a komprondé. |
| Tata | Si. Reflehando bèk riba loke e ta bisa ta mustr'é ku nos ta skuchando.  I asta ora loke e ta bisa ta negativo, manera ‘Mi no ta gusta skol’ òf ‘Mi ta rabiá ku bo’, si nos djis aseptá e sintimentu ei en bes di sera nos mes pa esaki... e ta sinti su mes mas sigur pa sigui papia. |
| 5 | Tata | Stap 4 ta mustr'é ku bo tin interes. Despues ku nos yunan kompartí algu ku nos, mi ke pa nan sinti ku mi tin interes.  Mi sa ku mi ta hasi esaki, pero tin bia mi ta haña difísil pa mi mustr'é. |
| Mama | Si. I mi ta kere ku asta algu simpel, manera puntr'e e kon e ta sinti, ta mustr'é ku e ta importante.  Djis skucha i respond'é ku kuidou, sea ku e a no ta kontentu, e ta emoshoná, òf kualke otro kos, e ta importánte.  Djòin e den e emoshon ku un sonrisa òf dun'é un brasa ora e ta no ta kontentu, por hasi un diferensia grandi |
| 6 | Mama | E último paso ta pa buska lo positivo. Bo ta asina bon den selebrá ku nos muchanan. Poko dia ei, ora Shawn porfin a kaba e pùzel difísil aya, bo a hasi e kos mashá grandi for, dun'é 'high five', anim'é, henter un kos.  Can you think about ideas that might help to cope with negative feelings? |
| Tata | Why don’t we ask the kids? |
| 7 | Tata | Well… that’s all five: BREATHE, SHARE, LISTEN, SHOW, and SEEK.  Honestly, I feel like we’re getting better at this. Slowly. |
| Mama | Yes, another parenting skill gained.  We tried it, and it’s made a difference. Now it’s your turn. This week, your home activity is to practice talking to your children about their emotions, during One-on-One Time and at other moments during the week.  And don’t forget to check in with yourself, too. Notice how you’re feeling as you go about your day.”  Remember all emotions are okay. Its how we respond to them that matters. |

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module\_3\_summary

As a conversation between two generations of caregivers

| Esena # | Na palabra | Script |
| --- | --- | --- |
| 1 | Mama | You know… I’ve never said this before, but I really admire how much you do for the kids.  The stories you tell Thaila about how you grew up, she talks about them all the time. I honestamente… I don’t say thank you enough for picking up Daisy from school every week. It helps me more than you know. |
| Wela | Well now… you’ve never said something like that to me before. |
| Mama | In Mayor Konektá’s story today, one of the things they showed was about how important it is to notice and say out loud when someone’s doing something helpful. I know it was about kids but it made me think, there’s so much I’ve learned from watching you, but I never say it. |
| Wela | That means a lot. So what else did you learn from those stories? |
| Mama | Well, I’ve been trying to remember it like this—four simple tips:  Be real, be specific, be positive, and use praise. |
| Wela | Mmm. I’m listening. |
| 2 | Mama | So the first tip is: Be real.  As in, ask for something your child can actually do. If I tell Daisy to be quiet all afternoon, that’s just not going to happen. But 15 or 20 minutes while I take a call? That’s something she can try. |
| Wela | That makes sense.  I remember asking you to sit still and read while I cooked. You would wiggle and complain after five minutes. I used to get so frustrated. |
| Mama | Haha! I was the same with dad. He would ask me to clean the whole living room, and I’d end up doing nothing because I didn’t know where to start. For younger children, breaking one big task into small ones and giving instructions one by one would help them follow it. |
| Wela | That’s what I do with Thaila!. How do you think I get her ready for school so fast? |
| 3 | Mama | Okay, the next tip is: Be specific.  That means saying what you want your child to do, instead of what you want them to stop doing. |
| Wela | Alright then, what would you say instead of “Don’t run in the house”? |
| Mama | Hmm… “Walk slowly inside” |
| Wela | Bon. I kiko awor di “Stòp di grita”? |
| Mama | Laga nos baha nos bos. |
| Wela | Mmm. I si Thaila ta bai kita algu for di su ruman muhé, i bo tin mashá gana di bisa, “No ranka!”…? |
| Mama | Ooh, mi ta purba: “Por fabor puntra bo ruman muhé si bo por us’é.” |
| Señora Hende Grandi | Bo ta poniendo atenshon na Mayor Konektá. |
| Mama | Haha, mi ta purbando! E ta yuda hopi ora mi sòru pa mi haña mi yu su atenshon promé.  Banda di usa palabranan positivo, asta djis smail i wak e den su wowo ta hasi un diferensia. |
| 4 | Mama | Oké, awor nos ta riba tep number kuater: Sea spesífiko.  E ta prèt, tin bia mi sa eksaktamente kiko mi ke pa e muchanan hasi, pero mi no ta bis’é sufisiente kla. |
| Wela | Asina mes. Nos tur ta bisa kosnan manera “Komportá bo mes” òf “Hasi bon mucha,” pero kiko esei ta nifiká realmente, sea ku nan ta sinku òf diessinku aña? |
| Mama | Bèrdat, nò? Ta muchu mas fásil pa bisa eksaktamente kiko bo ke men, manera “Por fabor bin kas pa 7 or' di anochi” en bes di “Sòru pa bo ta tempu.” (grinning) Do you want me to quiz you now? |
| 5 | Wela | Well, aren’t you confident today! And when they get it right, that’s when we use praise. |
| Mama | Yes, and I think this is the most important part of giving instructions. When you notice that your child has followed instruction, praising them by saying something specific and positive about their behaviour. |
| Wela | Ta algu mashá natural. When you bring more attention to positive behaviour, they are likely to do it more often. |
| 6 | Mama | I’m excited to try this with the kids… but I’m also a bit worried.  It can be hard to be positive, especially when we’re exhausted, and the kids are really testing our patience. |
|  | Wela | Yes, I know that feeling.  But from what I’m hearing you say about these tips—giving clear, positive instructions and praising our children, it can actually make it easier for them to behave well more often.  Well, you always have home activity from Mayor Konektá. What’s the home activity for this week?  I’ll support you, since you’re putting in so much effort in this programme. |
| 7 | Mama | For home activity this week, continue spending one-on-one time with your child and sharing emotions. Try to be positive, specific, and realistic when giving instructions and praise them afterwards. You can also try praising yourself and other people in your household! |

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Módulo\_4\_resumen

Reflekshon di un tata

| Esena # | Na palabra | Guion |
| --- | --- | --- |
| 1 | Tata | I couldn’t agree more with today’s story. Rules and routines really are important in any child’s life. The rules I had growing up? They kept me safe and helped me understand what was expected of me,  and I want the same for my kids.  But if I’m being honest… I didn’t always like having rules as a teenager.  And I think a big part of that was because I didn’t feel like I had any say in them.  That’s why what we saw today really stuck with me, this idea of involving our children.  Whether it’s about setting household rules or building daily routines, involving them makes all the difference.  So here’s what I took away. There are four steps we can try. |
| 2 | Tata | Step 1: Be a team.  That means actually sitting down with your kid and coming up with a rule or routine together.  Of course, how you do it depends on your child’s age. With older children, it can help to have a discussion together about why the rule is important. They may also prefer to call them guidelines instead of rules. For younger children, you might need to use simple words and give examples. Bo por asta aktua e reglanan huntu!  But no matter how old your child is, make it a two-way conversation. Let your child share reasons why it is important to make a new rule and what the rule should be,  You can also always start small, just one thing.  I was thinking of starting with household chores like washing the dishes after eating.  And like we saw in the story, I think talking about why it matters will help.  More importantly, I want to really listen to what they have to say.  I’ll admit, it feels a little uncomfortable. Part of me still thinks a parent should be the one setting the rules.  But maybe this is also a chance to teach them about responsibility, by involving them instead of just telling them. |
| 3 | Tata | Step 2: Keep it real   I’ve learned that rules and routines only work if they’re actually doable. Sometimes I catch myself saying things like, “Keep the bedroom clean all day”, but even I can’t manage that.  So now I am going to try to be more specific and realistic. Like saying, “Put your plate in the sink and wipe the table,” instead of “Clean everything.” It will give them something they can actually follow through on.  It’s more specific. It’s something they can do. And when they know exactly what’s expected, they’re more likely to follow through. |
| 4 | Tata | Step 3: Be consistent   This one is hard. I’ll admit, some days I’m tired or in a rush, and I end up saying, “Just leave it, I’ll clean up.”  But I’m sure the caregiver in the story didn’t get there overnight either, because for rules to become part of daily life, it takes time.  Children will test the rules before they accept them. That’s just how it is. But if we stay steady and keep showing up, those routines start to stick.  For both my younger and older kids, I’ve seen how having some consistent routines, around things like chores, schoolwork, play, meals, and sleep, really helps them feel safe and secure. And that sense of security? It’s so important for them to grow and thrive. |
| 5 | Tata | Step 4: Praise, Praise, Praise.  I’ll be honest, this step used to feel a little awkward for me. Like… do I really need to praise my kid just for clearing a plate?  But earlier in Mayor Konektá, we talked about how praising the behaviour you want to see more of  And I’ve noticed that, on the nights I remember to say, “Hey, thanks for helping clean up,” I can see it on their face. They feel proud. And that makes them more likely to do it again.  So now, I’m thinking, if they’re learning a new rule or routine, like washing the dishes after eating, then a little praise along the way is what helps it stick. |
| 6 | Tata | So that’s it, four small steps: Be a team. Keep it real. Ta konsistente. And praise.  Well done! See what I did there? You have added another tool to your Parenting Toolkit. Remember when you involve your children in establishing household rules and routines, they are more likely to follow them. Try to be consistent and positive.  This week’s homework is to continue spending One-on-One time with your children. Also try to create one household rule and one routine with your children. Remember to involve them in the discussion about why it is important and what the rule or routine can be. |

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module\_5\_summary

Conversation between grandparents

| Esena # | Na palabra | Guion |
| --- | --- | --- |
| 1 | Wela | Today’s story reminded me that all children misbehave sometimes.  Even our kids, who are now all grown up, had their moments. Usually when they were hungry, tired, or just learning to be independent. |
| Tawela | Oh yes, I remember! And now with the grandkids, we’re right back in it.  It’s such a joy having them around, but whew, they do keep us on our toes. |
| Wela | Right. And it’s on us to guide them. We came up with 3 simple steps to help us remember what to do when they misbehave. Let’s share them with everyone, shall we? |
| 2 | Tawela | Yes, step 1 was to be calm. We’ve been hearing it again and again in Mayor Konektá to take a pause - even one deep breath can make a difference.  I guess it makes sense that it also applies when we’re disciplining the kids. |
| Wela | Just last night, Roberto was on his tablet while eating again, even though we’ve had the same rule for weeks: no screens while we are eating. I was ready to snap, but I just walked into the kitchen, took a few deep breaths, reminded myself, if I start yelling, it’ll only make things worse. |
| Tawela | You handled that really well. It’s not easy to stay calm in those moments, but you did. I’m proud of you |
| 3 | Wela | The second step we learnt was to be fair. |
| Tawela | For me, it meant giving the kid a real chance to follow the instruction before jumping to a consequence. |
| Wela | Yeah, I tried this with Roberto. After I calmed myself down, I came back and said, “Roberto, you either put the tablet away now, or you will lose your screen time for tomorrow” |
| Tawela | And because we’d already talked to him about the rule and the consequences, it wasn’t a surprise.  I’m glad we agreed on just one day without screen time, something fair and something we could actually follow through on. No point saying “no tablet for a week” if we can’t stick to it. |
| Wela | Exactly, He was upset, but not confused or shocked. He knew we meant what we said. |
| 4 | Tawela | And the last step? You did that quite well with Roberto when you praised him for helping with the dishes. Honestly, it surprised me how much of a difference that made. He was much less upset. |
| Wela | I’ve noticed that too. Sometimes I don’t even have to give a consequence, like when I see him reaching for his tablet before eating, I’ll call him over to help me set the table instead. Redirecting him like that avoids me giving a consequence all together. |
| Tawela | Smart move. And you’re keeping him involved, which he actually seems to enjoy—though he’d never admit it! |
| Wela | Haha, eksaktamente. It’s all part of helping him learn in a kind and firm way. I’m trying to give more attention to the good things he does, like when he listens the first time or helps without being asked. |
| Tawela | Right, and after we give a consequence, we always make sure to follow it up with something positive. Like playing a card game or letting him help in the kitchen. It reminds him that we still care, even if he made a mistake. |
| 5 | Wela | We tried what we learnt in Mayor Konektá. Now it’s your turn.. For this week, continue spending One-on-One time with your children. Also, try to avoid the need to use discipline by redirecting our grandkids to positive behaviours. You can also think of 1 behaviour and consequence that you might need to use. |

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module\_6\_summary

Komberashon entre tata i tawela

| Esena # | Na palabra | Guion |
| --- | --- | --- |
| 1 | Tata | Today’s story really reminded me of all the lessons you taught me growing up. You were always good at helping me figure things out instead of just telling me what to do. |
| Tawela | I’m glad to hear that. Whether you’re a child or an adult, challenges can be stressful. But learning how to work through a problem? That’s something you carry with you your whole life. |
| Tata | I agree. And now that I am a parent, I want to pass on this skill to my kids too. |
| Tawela | You’re already doing it. You’ve been showing up, learning, trying new things for the kids. Mayor Konektá is giving you tools, like that four-step process from today: Know it, Think it, Try it, Test it. |
| Tata | Could you go through them with me? So I remember it better? |
| 2 | Tata | So, step one in the story was Know It: identifying the problem. Before you can solve anything, you’ve got to be clear about what’s really going on.  It’s about putting the problem into words, like you’re explaining it to someone who wasn’t there. |
| Wela | Eksaktamente. And remembering that neither the child nor the parent is the problem. It’s the situation you’re both trying to understand. |
| Tata | Yes, and that makes such a big difference. I remember when I used to struggle with my homework—you never said, “Why are you being so lazy?” You’d ask, “Let’s talk about what’s making homework hard for you lately.”  Just hearing it said like that, calmly, without blame, made me feel like we were working on the problem together. |
| 3 | Tawela | After you’ve figured out what the real problem is, step two is Think It, which is coming up with possible solutions. Not just one, but a few different ideas. |
| Tata | That part reminded me of how you’d always ask, “What could we try?” instead of just telling me what to do. |
| Tawela | I wanted you to learn how to think things through. Even now, when we guide our kids, we don’t have to jump straight to the answer. We can ask, “What do you think would help?” or “What are our options?” |
| 4 | Tata | So once you’ve thought through the options, step three is Try It, just pick one option and give it a go. |
| Tawela | Do you remember the time you were struggling to do your home work and decided your best friend could help you… but you two ended up playing football more than studying? |
| Tata | Yes! In my head, it was the perfect solution. But I guess not every idea works—and that’s part of the process too. This reminds me of the last step - TEST IT |
| 5 | Tata | Did it work? Great. If not, go back, pick another idea, and try again. |
| Tawela | Right. Like when your “study with friends” plan didn’t work out, you decided to try something else. |
| Tata | Yeah, we figured I needed a quiet space and a set time each evening. That worked way better.  It also taught me not to give up just because the first idea didn’t work. |
| 6 | Tawela | Well! Great job, son! That’s added another tool to your Parenting Toolkit. Helping your children learn how to solve problems will be something they will take with them the rest of their lives. |

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